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AUTHOR	Strauss, J. P., Comp.; van der Linde, H. J., Comp.; Plekker, S. J., Comp.
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ABSTRACT

This is the 20th publication in a series that provides an overview of various aspects of education in South Africa. As in the past, the purpose is to give a broad perspective on education in South Africa. Obtaining data remains a concern, as provinces still experience difficulties collecting and capturing data. Data show that the total number of learners in the system has decreased by 6%, a result of the entrance age policy of the government, fewer grade 12 failures returning to school, and possibly health-related reasons. The majority of learners in the educational system are still female. Of great concern is the number of under-qualified teachers, and addressing this need must be a priority with the national and provincial education departments. The matric (matriculation examination) results were better in 2000, and the national pass rate for the first time approached that of 1994 at 58%. The publication includes an overview of university and technikon (technical school) staff along with student enrollment data. Learner enrollment projections are made up to the year 2010. No official figure is available for HIV/AIDS cases, so this important variable is not included in projections. The final graph compares the results of grade 12 students at the end of 2000 with United Nations Monitoring of Learners' Achievement (MLA) and the Third International Mathematics and Science Study results. Data ar supplied for nine provinces and, in some cases, additional divisions and the country as a whole. Data include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, and province, university, and technical school enrollment, and achievement data. (Contains 14 figures.) (SLD)

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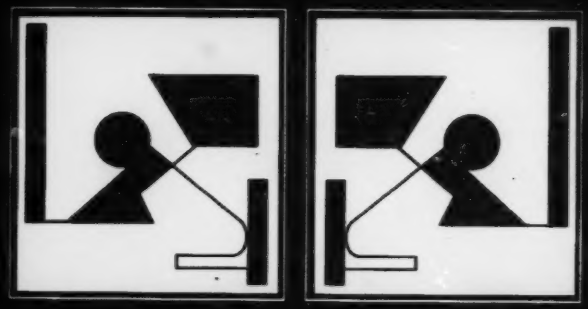

EDUCATION AND MANPOWER DEVELOPMENT

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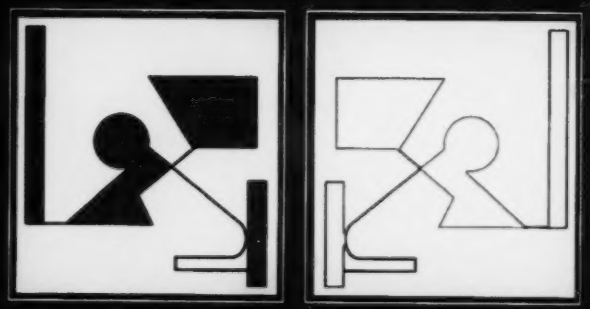

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Van der Linde
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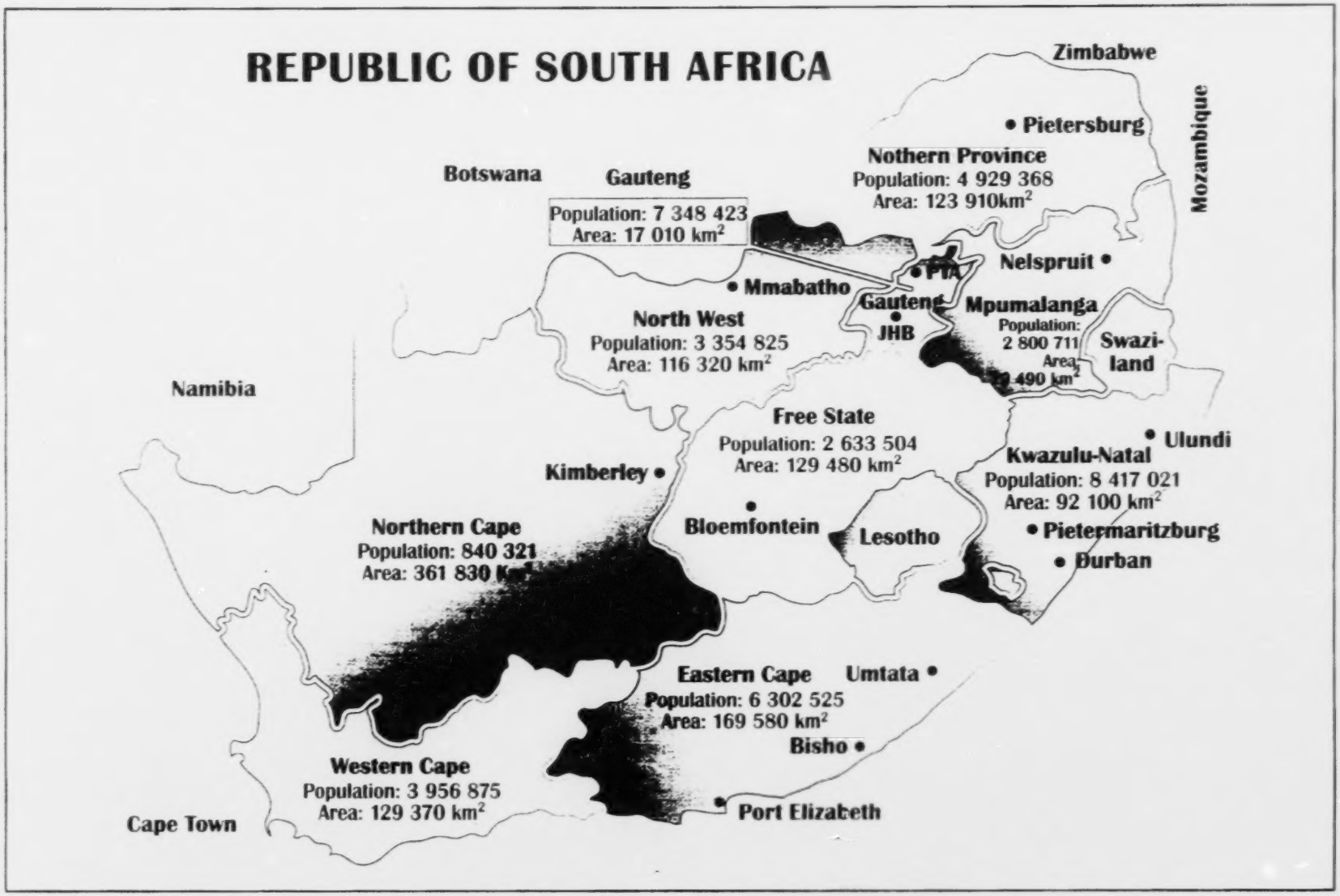
REPUBLIC OF SOUTH AFRICA
Zimbabwe
Mozambique
Pietersburg
Nothern Province
Population: 4 929 368
Area: 123 910km²
Botswana
Gauteng
Population: 7 348 423
Area: 17 010 km²
Nelspruit
PTA
Mmabatho
Gauteng
JHB
Mpumalanga
Population:
2 800 711
Area:
490 km²
Swazi-
land
North West
Population: 3 354 825
Area: 116 320 km²
Namibia
Free State
Population: 2 633 504
Area: 129 480 km²
Ulundi
Kwazulu-Natal
Population: 8 417 021
Area: 92 100 km²
Kimberley
Bloemfontein
Lesotho
Pietermaritzburg
Durban
Northern Cape
Population: 840 321
Area: 361 830 km²
Eastern Cape
Umtata
Population: 6 302 525
Area: 169 580 km²
Bisho
Western Cape
Population: 3 956 875
Area: 129 370 km²
Port Elizabeth
Cape Town

Education and Manpower Development

2000, No 20

Compiled by: JP Strauss
HJ van der Linde
SJ Plekker

Research Institute for Education Planning
Faculty of the Humanities
University of the Free State
PO Box 339
BLOEMFONTEIN
9300

Telephone: (051) 401-2556
Fax: (051) 447-4939
Web site: http://www.uovs.ac.za/faculties/humanities/MOB/default.htm

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PREFACE

This 20th edition in the series Education and Manpower Development gives an overview of education in South Africa in the year 2000. As in the past the purpose is to give a broad perspective on education not only to point out areas of concern to all interested in education but also to try and motivate them to participate and personally contribute towards a better education for all in our country.

The obtaining of data is still a matter of concern as provinces still experience numerous problems in the collection and capturing of data. Detailed information on important indicators like race, repeaters and dropouts are very difficult to come by.

The total number of learners in the system decreased by 6% being the result of the entrance age policy of the government, fewer Grade 12 failures from 1999 returning to school and possibly health related reasons. The majority of learners in the system are still female.

Of great concern is the large number of un- or under qualified teachers. While management skills are needed and large numbers of teachers enroll for such courses at higher education institutions to upgrade their qualification there is an urgent need for improving subject and didactic knowledge. Learner performance is correlated to the quality of teaching which could only be of an acceptable standard if teachers are knowledgeable about the learning areas and techniques of teaching. Addressing this need must be a priority with the national as well as provincial education departments.

The matric results were much better in 2000 and the national pass rate is for the first time near to the 1994 level of 58%. The number of exemptions is still low and too many learners are not entering higher education.

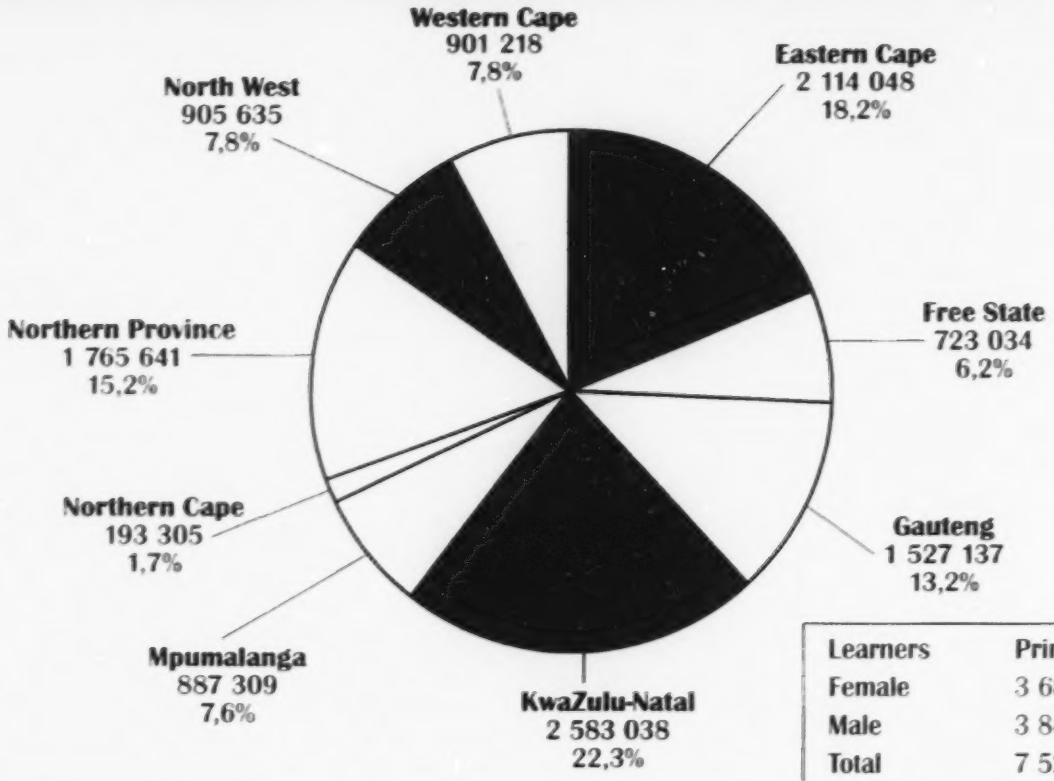
Interesting data on Grade 12 subjects are also given and the publication includes an overview of university and technikon staff and student enrollment data.

Learner enrollment projections are made up to the year 2010. As no official figure for HIV/AIDS is available to include in learner and teacher projections the effect of this important variable is not accounted for.

The final graph compares the results of Grade 12 students at the end of 2000 with the MLA and TIMSS-R results for 1999 clearly illustrating the need for quality teaching at foundation and intermediate phase levels and the need for teacher upgrading.

HJ VAN DER LINDE
DIRECTOR: RIEP

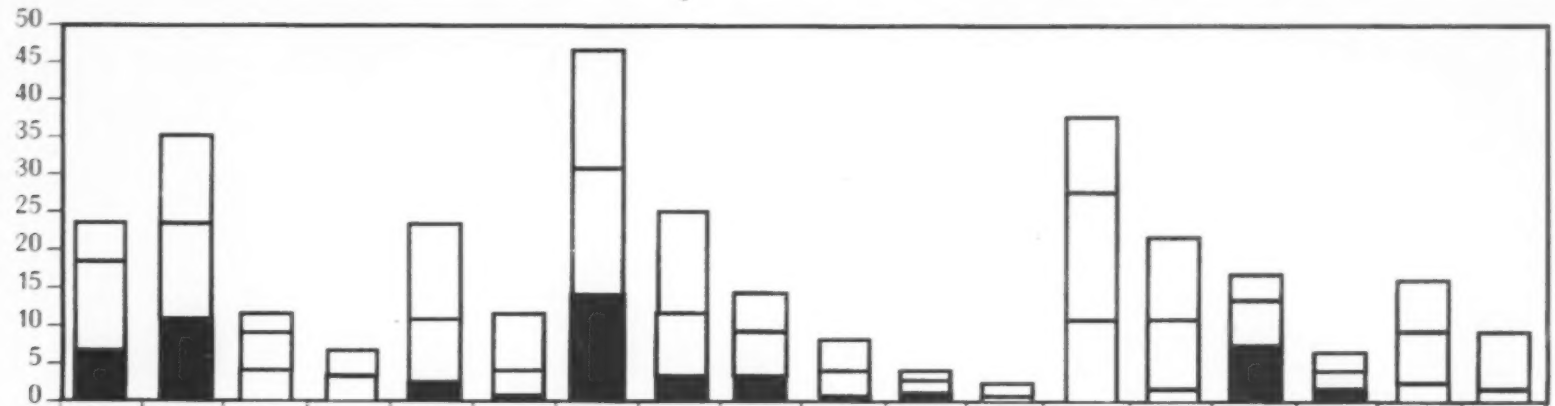
Fig. 1: Learners according to province, 2000



Learners	Primary	Secondary	Total
Female	3 683 321	2 156 872	5 840 193
Male	3 844 574	1 915 598	5 760 172
Total	7 527 895	4 072 470	11 600 365

KwaZulu-Natal has the largest number of learners, nearly a quarter of the total number of learners in South Africa. More than 50% of all learners came from the three largest education departments. The total number of learners during 2000 was less than the 1999 total of 12 313 899. Although there were fewer girls than boys in the primary school, the majority of the learners in the secondary school was girls.

Fig. 2: Number of educators according to qualifications and school level, 2000



	Prim. Eastern Cape	Sec. Eastern Cape	Prim. Free State	Sec. Free State	Prim. Gauteng	Sec. Gauteng	Prim. KwaZulu-Natal	Sec. KwaZulu-Natal	Prim. Mpumalanga	Sec. Mpumalanga	Prim. Northern Cape	Sec. Northern Cape	Prim. Northern Province	Sec. Northern Province	Prim. North West	Sec. North West	Prim. Western Cape	Sec. Western Cape
□ >C	4 842	11 102	2 745	3 255	11 639	7 449	14 813	12 578	4 916	4 206	1 314	1 287	9 188	10 680	3 798	2 891	6 894	7 459
□ C	10 408	20 007	4 491	2 916	7 243	3 173	15 369	8 337	5 379	3 344	1 652	674	15 846	9 073	5 060	2 792	6 368	1 625
□ <C	6 499	10 148	3 938	343	2 940	662	13 046	3 397	3 125	634	1 086	214	10 619	1 445	7 326	1 508	2 612	247

Educator Qualification in %	Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb	Prim	Sec	Comb
<C	29.9	24.6	21.8	35.2	5.3	26.7	13.5	5.9	11.1	30.2	14	21.2	23.3	7.7	21.2	26.5	9.8	24.6	29.5	6.8	6.7	45.3	21	36	16.5	2.6	5.4
C	47.9	48.5	49.4	40.2	44.8	40.4	33.2	28.1	23	35.6	34.3	41.4	40.1	40.9	40.8	40.8	31	50.8	44.4	42.6	30	31.3	38.8	35.1	40.1	17.4	43.5
>C	22.3	26.9	28.8	24.6	50	32.9	53.3	66	65.9	34.3	51.7	37.4	36.6	51.4	38	32.4	59.2	24.6	25.8	50.4	63.3	23.5	40.2	28.9	43.4	79.9	51.1
Learner: Educator ratio	29.8	27.6	34.5	32.3	30.8	32.4	33.6	29.9	23.6	37.2	34.2	30.5	35.9	34.4	31.2	31.9	29.1	29.9	36.1	30.5	28.3	31.2	29.3	28.8	32.8	29	27.1

Nationally 76 839 educators (22,4%), have less than three years of teacher training. There seems to be an urgent need especially for subject content training of these and also educators in the other categories.

Fig. 3a: Learner enrolment according to gender in the EASTERN CAPE, 2000

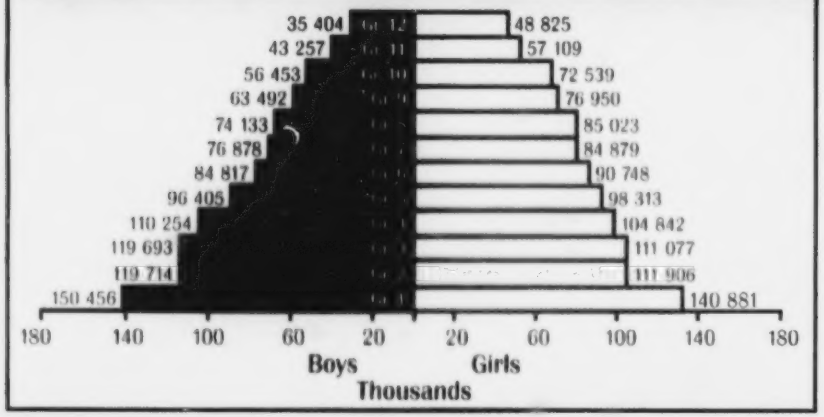


Fig. 3b: Learner enrolment according to gender in the FREE STATE, 2000

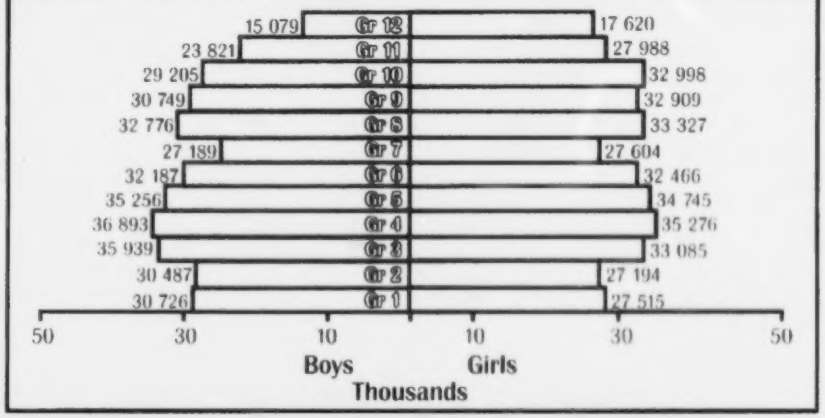


Fig. 3c: Learner enrolment according to gender in GAUTENG, 2000

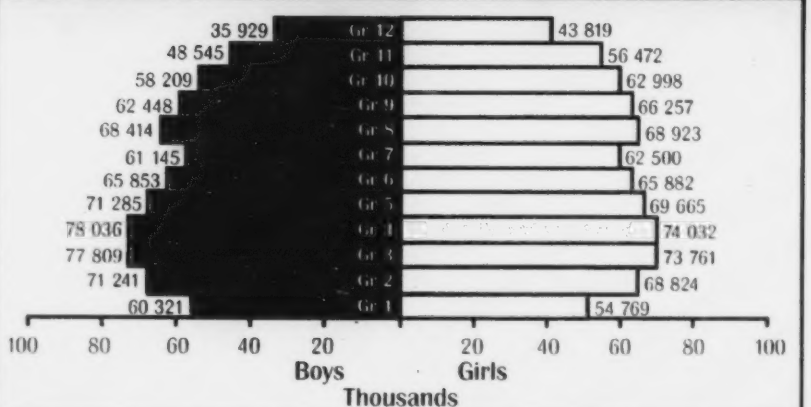


Fig. 3d: Learner enrolment according to gender in KWAZULU-NATAL, 2000

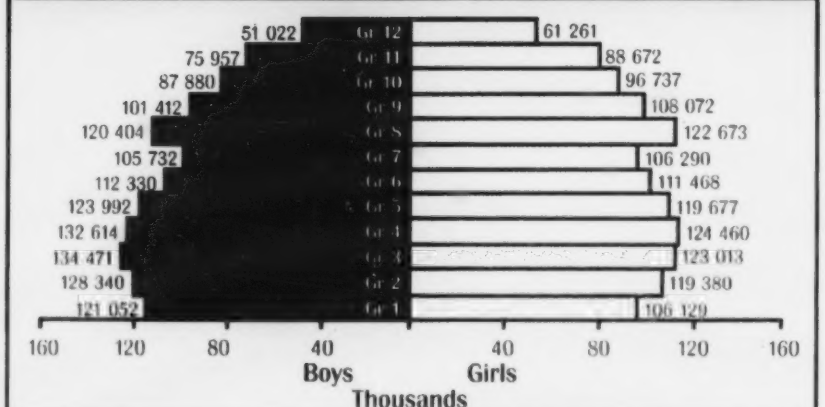


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Fig. 3e: Learner enrolment according to gender in the MPUMALANGA, 2000

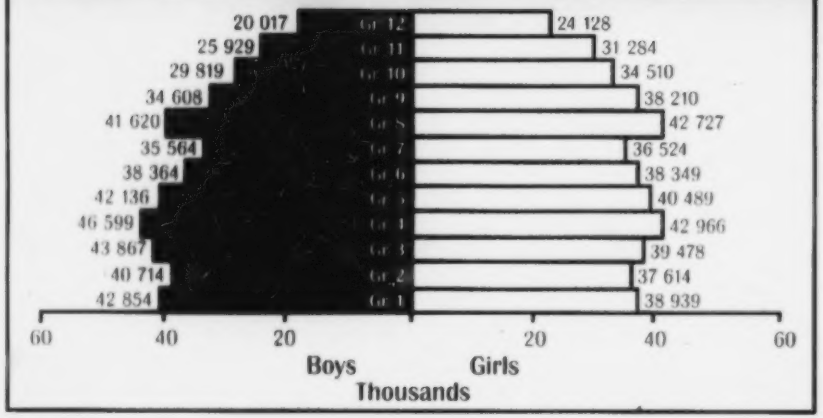


Fig. 3f: Learner enrolment according to gender in the NORTHERN CAPE, 2000

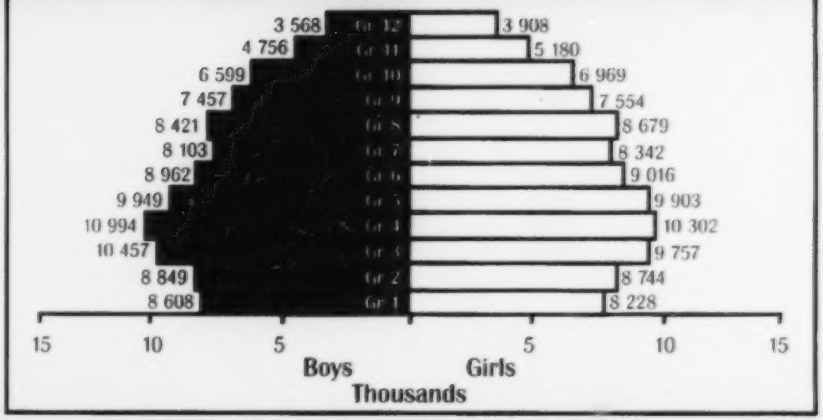


Fig. 3g: Learner enrolment according to gender in the NORTHERN PROVINCE, 2000

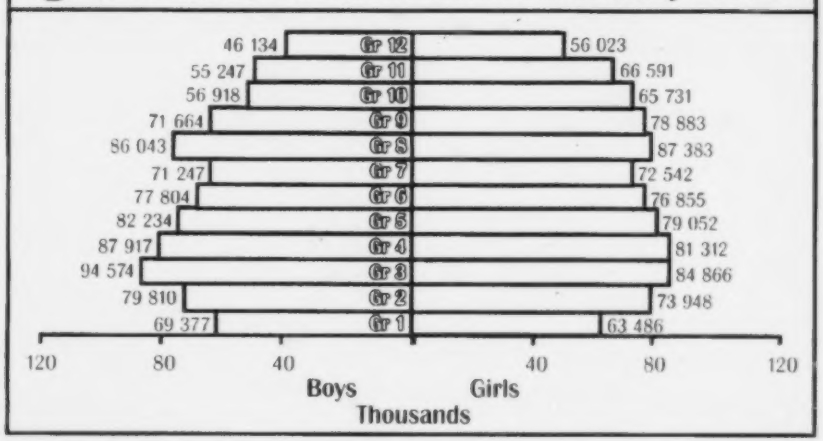


Fig. 3h: Learner enrolment according to gender in the NORTH WEST, 2000

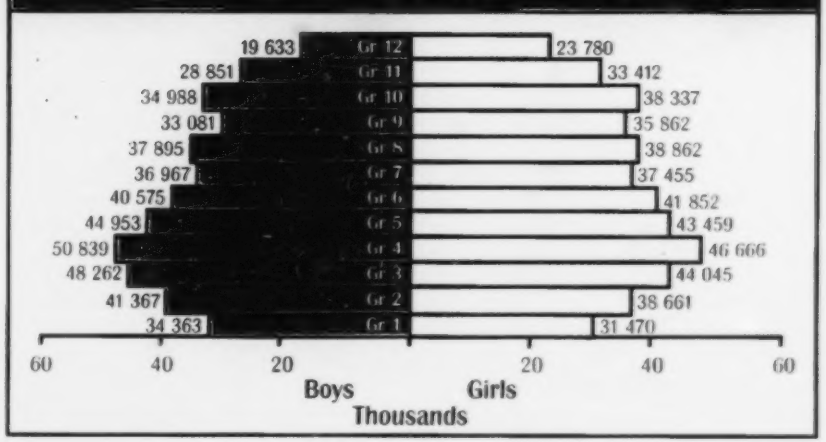


Fig. 3i: Learner enrolment according to gender in the WESTERN CAPE, 2000

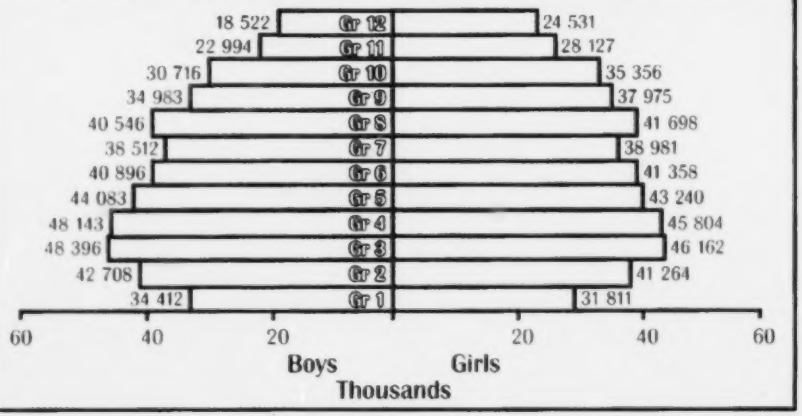
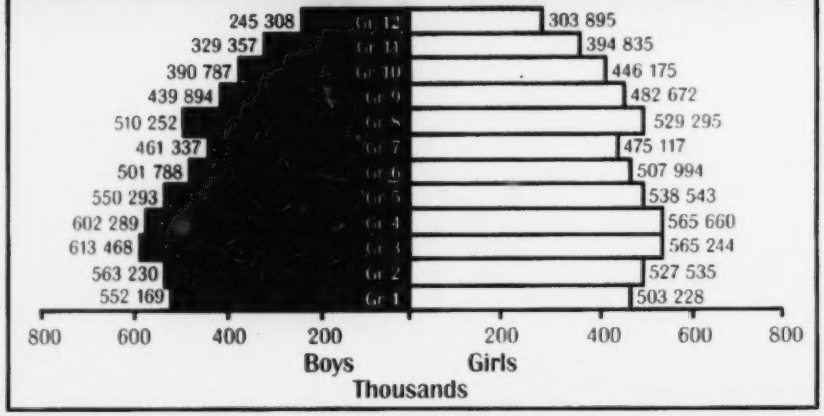


Fig. 3j: Learner enrolment according to gender in the SOUTH AFRICA, 2000



The following comments refer to figures 3a to 3j.

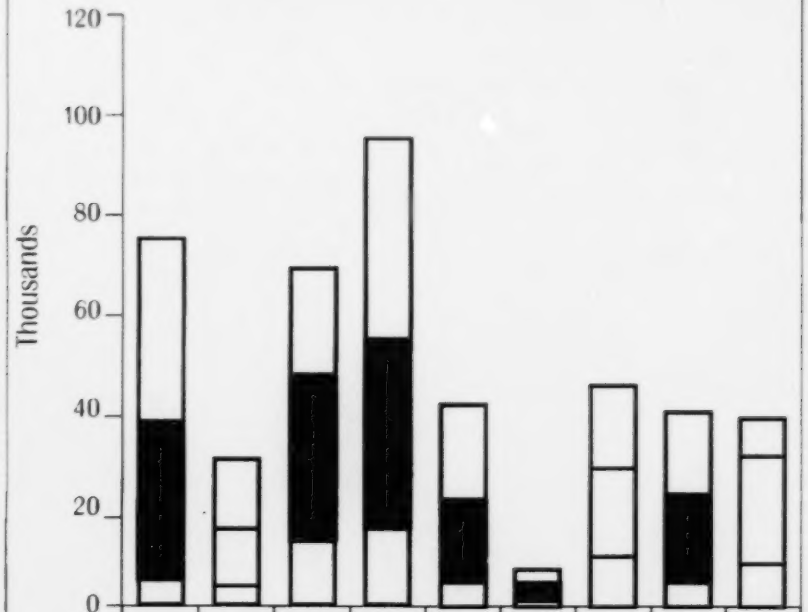
Due to the policy that learners are only admitted to Grade 1 during the year in which they become seven, there was a drop in Grade 1 and 2 enrolment. The Eastern Cape was the only exception.

Grades 3 and 4 are the grades with the largest number of learners in the primary school, while Grade 8 has the largest number of learners in the secondary school. The Eastern Cape is the only province that does not show this tendency. In this province there is a constant decline in the numbers from Grade 1 to 12. The reason for this can be a constant dropout of learners or not enough schools to cater for especially secondary education.

During the first four years of school there were more boys than girls. The grades where the girls became the majority differed between provinces. In some provinces this process started at Grade 5 and in others at Grade 6. During 2000 the girls outnumbered the boys by more than 58 000 at grade 12 level.

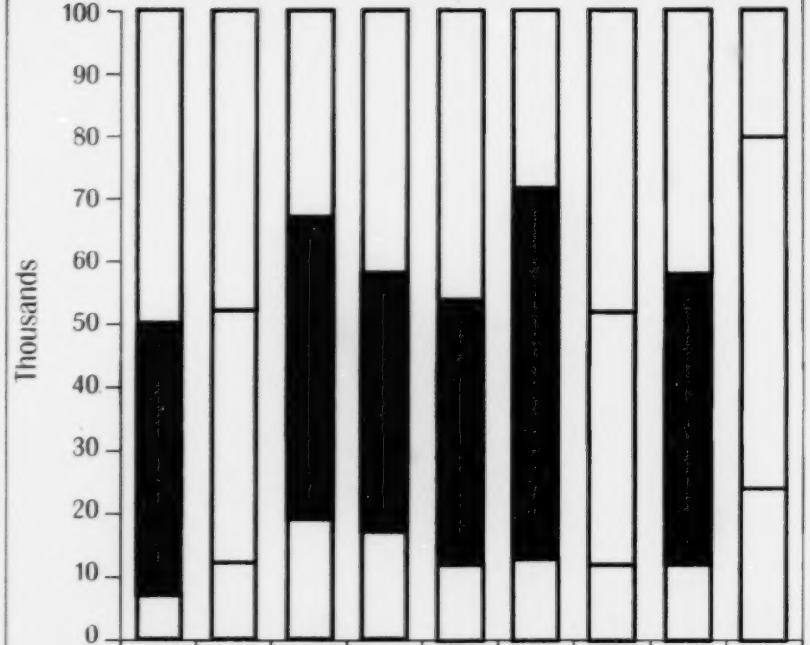
The largest outflow of learners occurred from Grade 11 in 1999 to Grade 12 in 2000 where more than 189 000 learners (25,6% of the Grade 11 learners) dropped out of school. A possible reason for this dropout could be that there was a dramatic fall in the number of repeaters in grade 12, from 62 000 (in 1999) to just over 6 000 in 2000. Other significant dropouts were from grade 8 to grade 9 (120 000 or 11,6%) and from grade 10 to 11 (116 600 or 13,9%) over the same period.

Fig. 4a: Matric results (numbers) per province, 2000



	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Mpuma langa	Northern Cape	Northern Province	North West	Western Cape
Failed	37 387	13 924	22 140	41 264	19 062	2 035	46 132	16 731	7 329
Pass only	31 786	11 841	33 160	39 473	16 932	4 127	37 786	18 309	21 254
Exemption	5 332	3 697	12 896	15 655	4 762	892	11 100	5 057	9 235

Fig. 4b: Matric pass rate per province, 2000



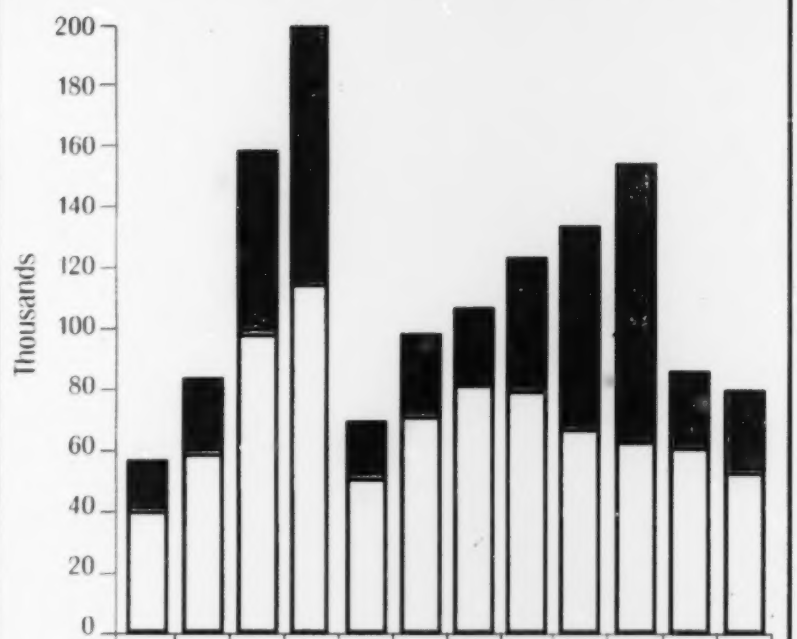
	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Mpuma langa	Northern Cape	Northern Province	North West	Western Cape
Failed	50,2%	47,3%	32,5%	42,8%	46,8%	28,8%	48,6%	41,7%	19,4%
Pass only	42,7%	40,2%	48,6%	41,0%	41,5%	58,5%	39,8%	45,7%	56,2%
Exemption	7,2%	12,5%	18,9%	16,2%	11,7%	12,6%	11,7%	12,6%	24,4%

Out of a total number of 489 941 learners who wrote the 2000 matriculation examination, 206 004 learners (42,1%) failed compared to 261 328 (51,1%) in 1999. The total number of passes only for 2000 was 214 668 (43,9%) compared to 186 106 (36,4%) for 1999. The total number of passes with exemption was 68 626 (14,0%) for 2000 compared to 63 725 (12,5%) for 1999.

Table 1: Grade 12 examination results per province, 1994 – 2000

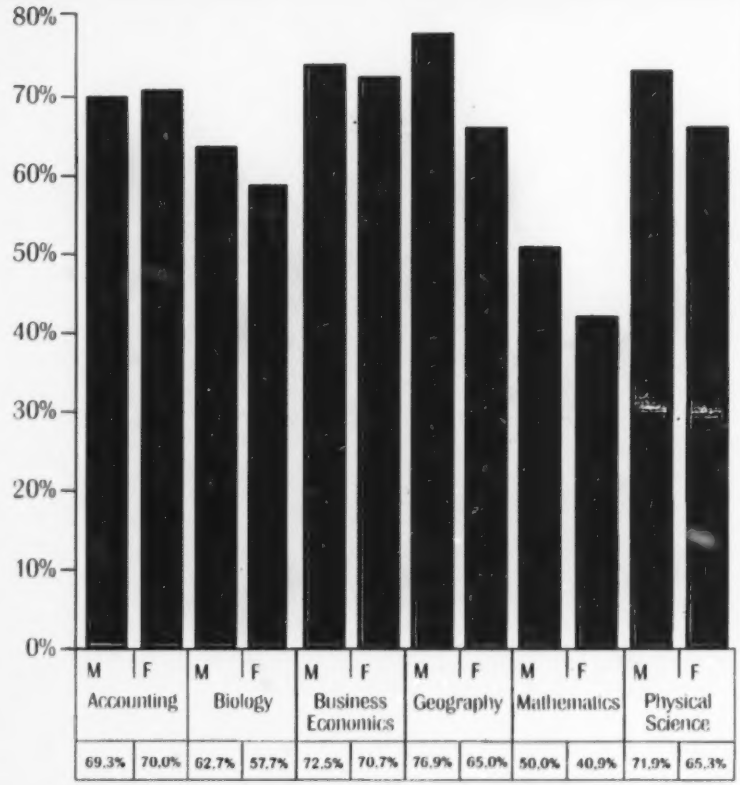
		1994		1995		1996		1997		1998		1999		2000	
Eastern Cape	Wrote	73 728		67 397		66 600		79 831		76 851		82 517		74 563	
	Total passes	41 881	56,80%	32 220	47,81%	32 639	49,01%	32 029	40,12%	35 540	46,25%	37 206	45,09%	37 118	49,82%
	Exemption	10 648	14,44%	7 181	10,65%	7 061	10,60%	5 438	6,81%	7 526	9,79%	6 533	7,92%	5 332	7,16%
Free State	Wrote	30 278		33 147		35 526		33 004		40 157		40 777		29 477	
	Total passes	16 888	55,78%	16 467	49,68%	18 153	51,10%	13 909	42,14%	17 059	42,48%	17 699	43,40%	15 538	52,74%
	Exemption	4 536	14,98%	3 893	11,74%	4 208	11,84%	3 584	10,86%	4 296	10,70%	4 338	10,64%	3 697	12,55%
Gauteng	Wrote	75 266		79 215		69 525		71 757		75 910		76 861		68 202	
	Total passes	46 143	61,31%	45 940	57,99%	42 142	60,61%	40 936	57,05%	39 188	51,62%	42 700	55,55%	46 056	67,53%
	Exemption	15 698	20,86%	14 893	18,80%	13 810	19,86%	11 479	16,00%	13 135	17,30%	12 498	16,26%	12 896	18,91%
KwaZulu-Natal	Wrote	75 409		87 053		86 456		103 268		105 449		108 063		96 423	
	Total passes	51 005	67,64%	60 302	69,27%	53 397	61,76%	52 306	50,65%	56 616	53,69%	54 324	50,27%	55 128	57,19%
	Exemption	19 450	25,79%	22 097	25,38%	20 040	23,18%	16 575	16,05%	19 199	18,21%	17 998	16,66%	15 655	16,24%
Mpumalanga	Wrote	40 113		45 479		41 630		38 236		39 091		41 612		41 115	
	Total passes	19 039	47,46%	17 355	38,16%	19 739	47,42%	18 465	48,29%	17 995	46,03%	21 887	52,60%	21 694	53,23%
	Exemption	4 367	10,89%	3 404	7,48%	4 332	10,41%	4 188	10,95%	3 630	9,29%	5 184	12,46%	4 762	11,68%
Northern Cape	Wrote	5 855		6 529		7 007		7 160		7 611		7 429		7 054	
	Total passes	4 551	77,73%	4 863	74,48%	5 194	74,13%	4 603	64,29%	4 855	63,79%	4 858	65,39%	5 019	71,15%
	Exemption	1 235	21,09%	1 138	17,43%	1 225	17,48%	808	11,28%	1 122	14,74%	806	10,85%	892	12,65%
Northern Province	Wrote	129 951		138 816		122 447		104 200		128 559		114 621		95 191	
	Total passes	57 731	44,43%	52 425	37,77%	47 569	38,85%	39 093	37,52%	41 031	31,92%	40 218	35,09%	48 886	51,45%
	Exemption	15 767	12,13%	10 366	7,47%	9 351	7,64%	7 861	7,54%	7 266	5,65%	7 780	6,79%	11 100	11,68%
North West	Wrote	34 984		41 950		46 221		36 819		48 542		42 436		40 098	
	Total passes	24 572	70,24%	27 812	66,30%	32 185	69,63%	19 187	52,11%	24 259	49,98%	23 158	54,57%	23 366	58,27%
	Exemption	8 030	22,95%	7 102	16,93%	7 611	16,47%	4 702	12,77%	5 336	10,99%	5 691	13,41%	5 057	12,61%
Western Cape	Wrote	29 824		31 867		34 830		37 199		37 063		38 546		37 818	
	Total passes	25 533	85,61%	26 358	82,71%	27 940	80,22%	29 303	78,77%	28 252	76,23%	30 438	78,97%	30 489	80,62%
	Exemption	8 766	29,39%	8 747	27,45%	12 130	34,83%	9 090	24,44%	8 617	23,25%	9 028	23,42%	9 235	24,42%
South Africa	Wrote	495 408		531 453		518 225		559 233		552 862		511 474		489 941	
	Total passes	287 343	58,00%	283 742	53,39%	279 487	53,93%	264 795	47,35%	272 488	49,29%	249 831	48,85%	283 294	57,82%
	Exemption	88 497	17,86%	78 821	14,83%	80 015	15,44%	70 127	12,54%	69 856	12,64%	63 725	12,46%	68 626	14,01%

Fig. 5a: Results of subjects (numbers) according to gender, 2000



	Accounting		Biology		Business Economics		Geography		Mathematics		Physical Science	
	M	F	M	F	M	F	M	F	M	F	M	F
Failed	16 790	25 147	58 598	84 181	19 115	29 617	24 398	42 742	65 914	89 901	23 539	27 482
Passed	37 901	58 565	98 481	114	50 390	71 428	81 417	79 510	66 007	62 135	60 355	51 809

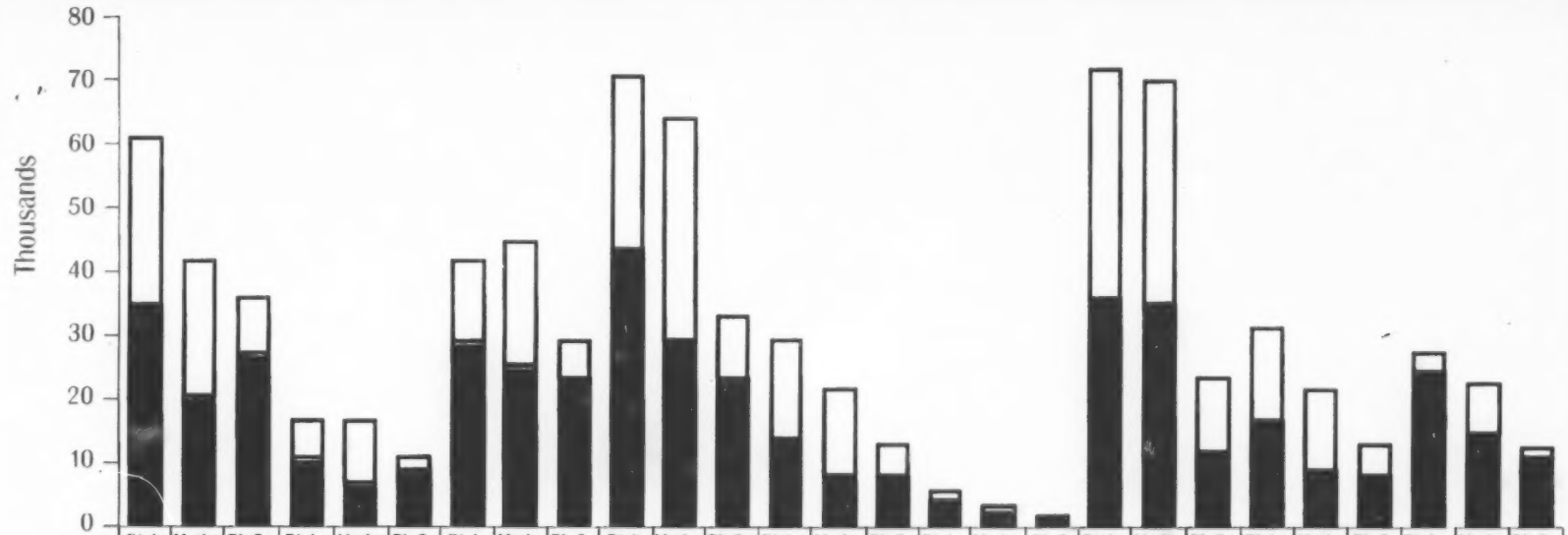
Fig. 5b: Pass rates according to subject and gender, 2000



Accounting		Biology		Business Economics		Geography		Mathematics		Physical Science	
M	F	M	F	M	F	M	F	M	F	M	F
69.3%	70.0%	62.7%	57.7%	72.5%	70.7%	76.9%	65.0%	50.0%	40.9%	71.9%	65.3%

Noticeable is the smaller number of girls taking Physical Science in spite of the fact that they were the majority of matric candidates. Also noteworthy is the lower pass rate of girls in Biology, Geography, Mathematics and Physical Science. Business Economics and Geography recorded the highest pass rates and Mathematics the lowest.

Fig. 6a: Results for Biology, Mathematics and Physical Science in the matriculation examination, 2000



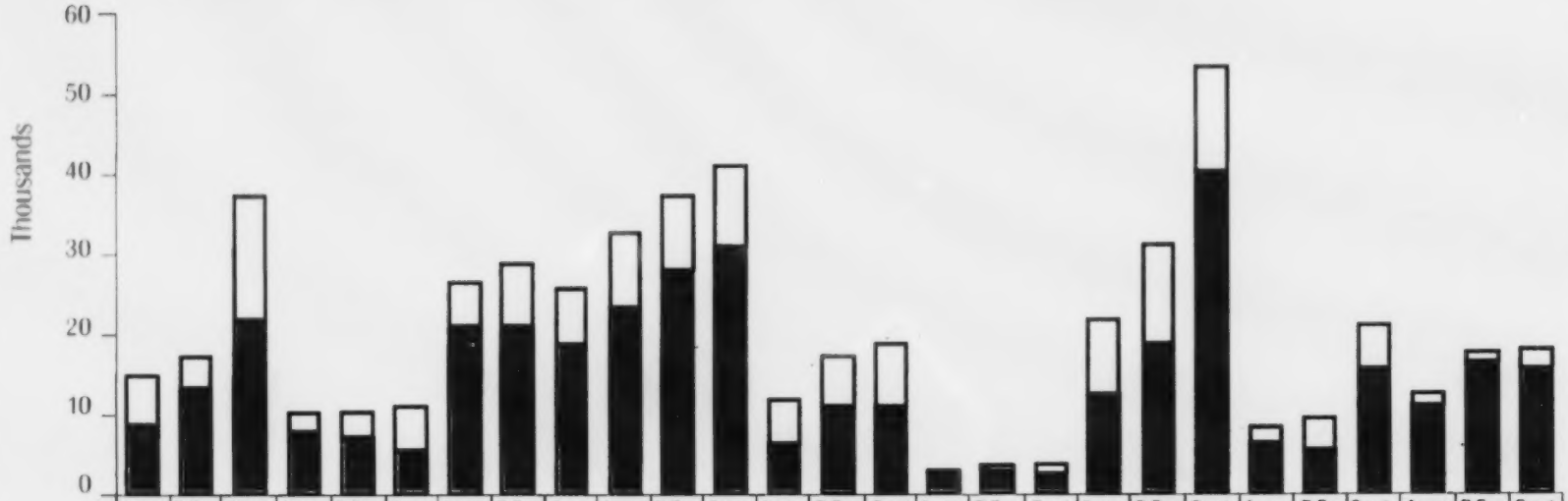
	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S
	Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Failed	25 754	21 912	8 666	5 990	9 950	1 606	12 671	19 289	6 121	26 845	34 627	9 983	15 760	13 571	5 316	1 278	891	252	36 171	34 810	12 397	14 659	13 317	5 081	3 651	7 508	1 399
Passed	35 413	20 835	17 123	10 617	6 938	8 697	29 203	25 510	22 843	43 719	29 448	22 792	13 504	7 798	8 026	4 220	2 019	1 453	35 917	11 841	12 322	16 600	9 278	8 139	24 243	14 475	10 769

Pass rates

Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S
57,9%	48,7%	65,9%	63,9%	41,1%	84,4%	69,7%	56,9%	78,9%	62,0%	46,0%	69,5%	46,1%	36,5%	60,2%	76,8%	69,4%	85,2%	49,8%	25,4%	49,8%	53,1%	41,1%	61,6%	86,9%	65,8%	88,5%

There are large differences in the pass rates of the different subjects between the provinces. The pass rate for Biology in the provinces ranged from 46% to 87%, while the pass rate for Mathematics ranged from 25% to 69% and Physical Science from 50% to 88%.

Fig. 6b: Results for Accounting, Business Economics and Geography in the matriculation examination, 2000



	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog
	Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Failed	6 272	4 029	15 223	2 459	3 365	5 260	5 148	8 134	6 935	9 452	9 117	10 047	5 705	6 430	7 836	227	346	983	9 110	12 135	13 050	2 095	3 980	5 890	1 469	1 196	1 916
Passed	8 823	12 947	21 483	7 109	6 957	5 063	20 403	20 474	18 876	22 515	27 638	30 842	6 125	10 677	10 526	2 203	2 580	2 32	12 259	18 548	40 645	6 318	5 589	15 756	10 711	16 408	15 415

Pass rates

Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog	Accou	B.Eco	Geog
58,4%	76,3%	58,5%	74,3%	67,4%	49,0%	79,9%	71,6%	73,1%	70,4%	75,2%	75,4%	51,8%	62,4%	57,3%	90,7%	88,2%	70,2%	57,4%	60,5%	75,7%	75,1%	58,4%	72,8%	87,9%	93,2%	88,9%

When the results of the different subjects are compared according to the provinces, there is a difference of about 40% from the lowest to the highest results. The results for Accounting ranged from 52% to 90%, Business Economics from 52% to 93% and Geography from 49% to 89%.

Fig. 7a: Popularity of Biology, Mathematics and Physical Science in the matriculation examination, 2000

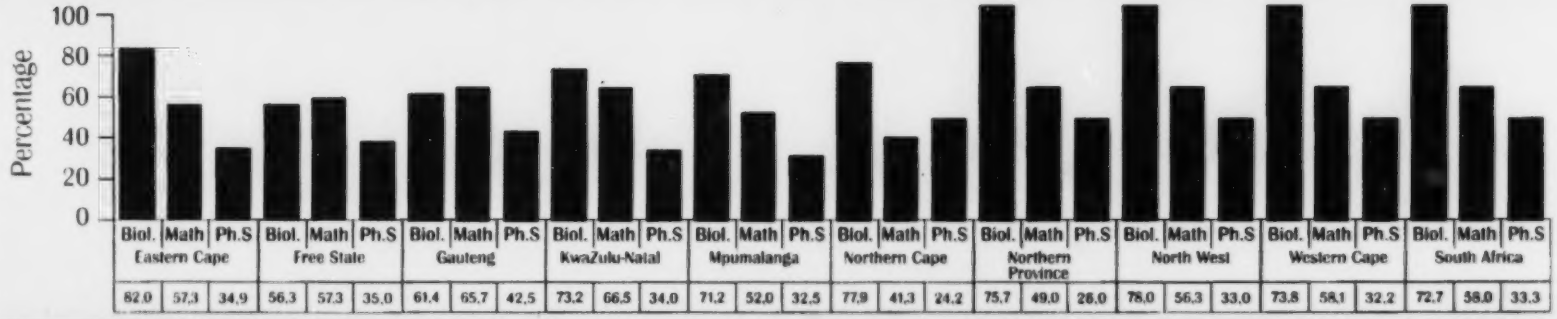
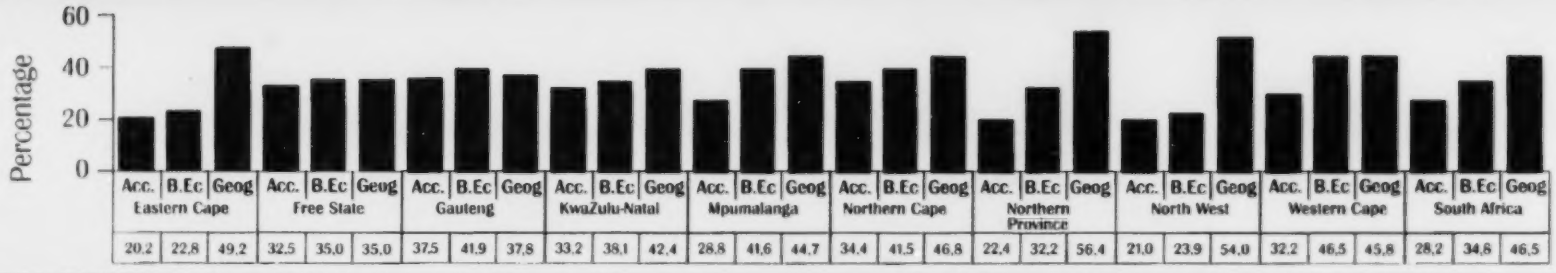


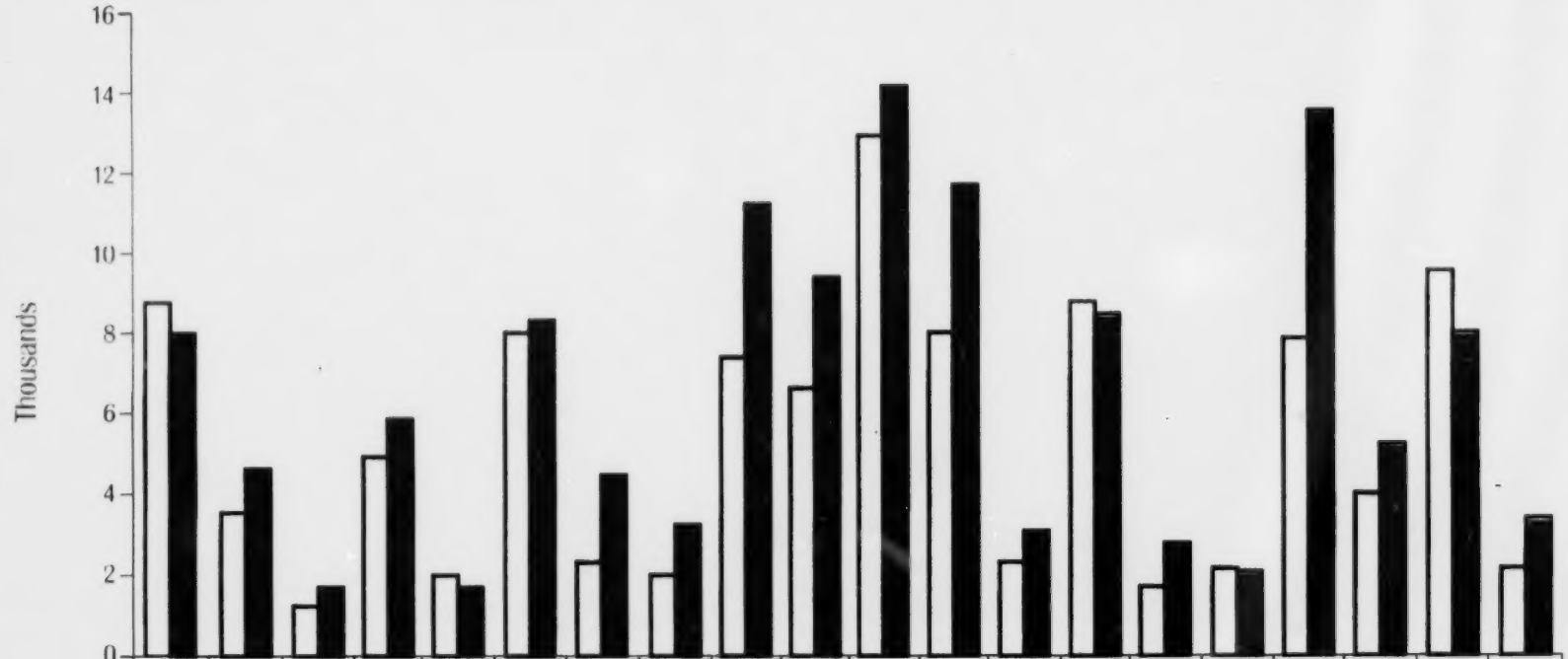
Fig. 7a: Popularity of Accounting, Business Economics and Geography in the matriculation examination, 2000



Like in the past there is still a relatively small number of candidates taking Physical Science (Fig. 7a). Although Mathematics is the second most popular subject, it has the lowest pass rate. These subjects are still the main barriers to more learners advancing to higher education and the majority of professions.

Like Physical Science, Accounting is taken by a relative modest number of learners (Fig. 7b). The tendency in subject choice with the majority of candidates leans toward the "learning" (memorising) subjects. From the mentioned subjects in these two figures, Biology seems to be the most popular subject taken by learners in Grade 12.

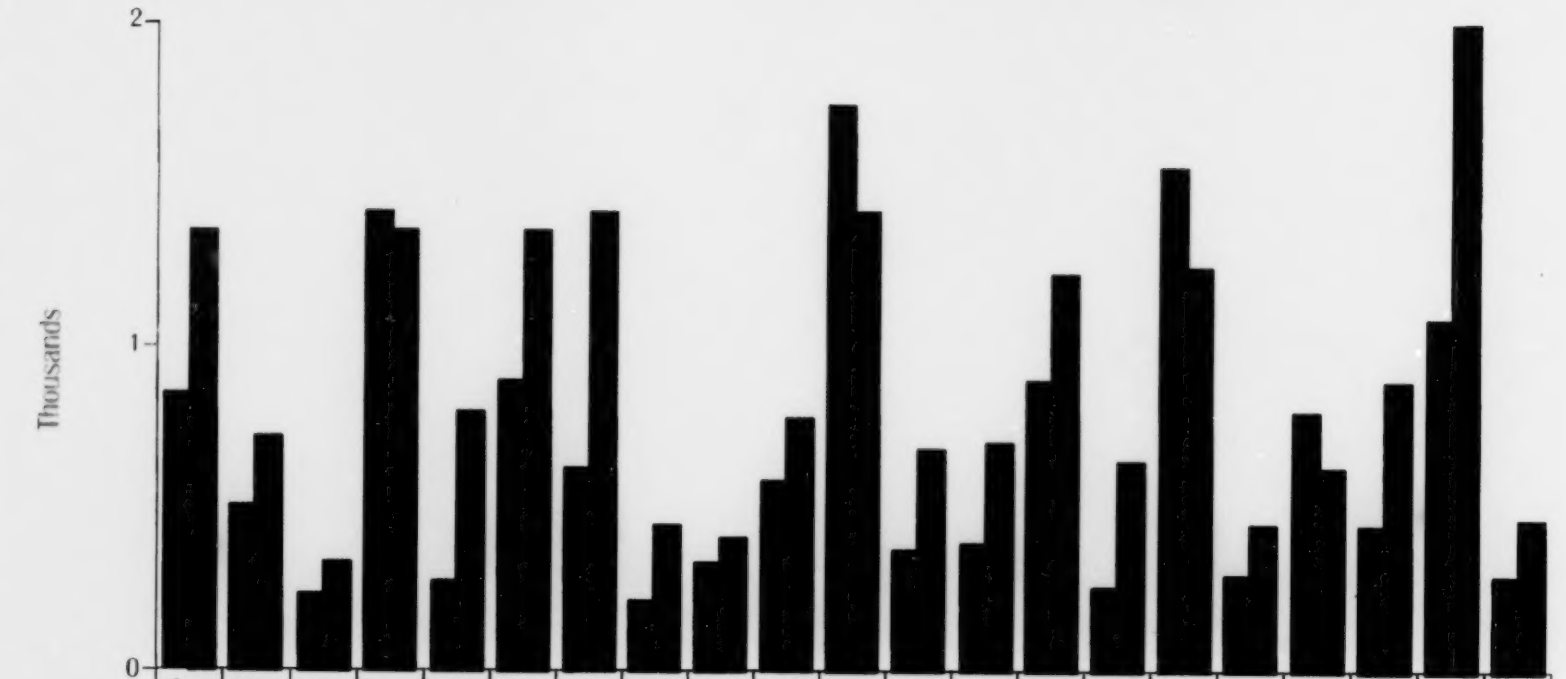
Fig. 8: Number of students at universities according to gender, 2000



	Cape Town	Durban-Westville	Fort Hare	Free State	Medunsa	Natal	North	North West	Port Elizabeth	Potchef-stroom	Pretoria	Rand Afrikaans	Rhodes	Stellen-bosch	Transkei	Venda	Vista	Western Cape	Wit-waters-rand	Zululand
□ Male	8 778	3 460	1 299	4 997	1 899	8 055	3 914	2 095	7 411	6 726	13 006	8 070	2 344	8 864	1 754	2 207	7 925	4 075	9 652	2 254
■ Female	7 940	4 614	1 605	5 905	1 705	8365	4 508	3 265	11 249	9 449	14 220	11 692	3 053	8 505	2 783	2 144	13 564	5 322	8 133	3 310

At Unisa (not shown on the figure) there were 94 186 students during 2000 of which 51 457 were female. At 16 universities there were more female than male students. There were approximately 8 700 more female students in total at universities.

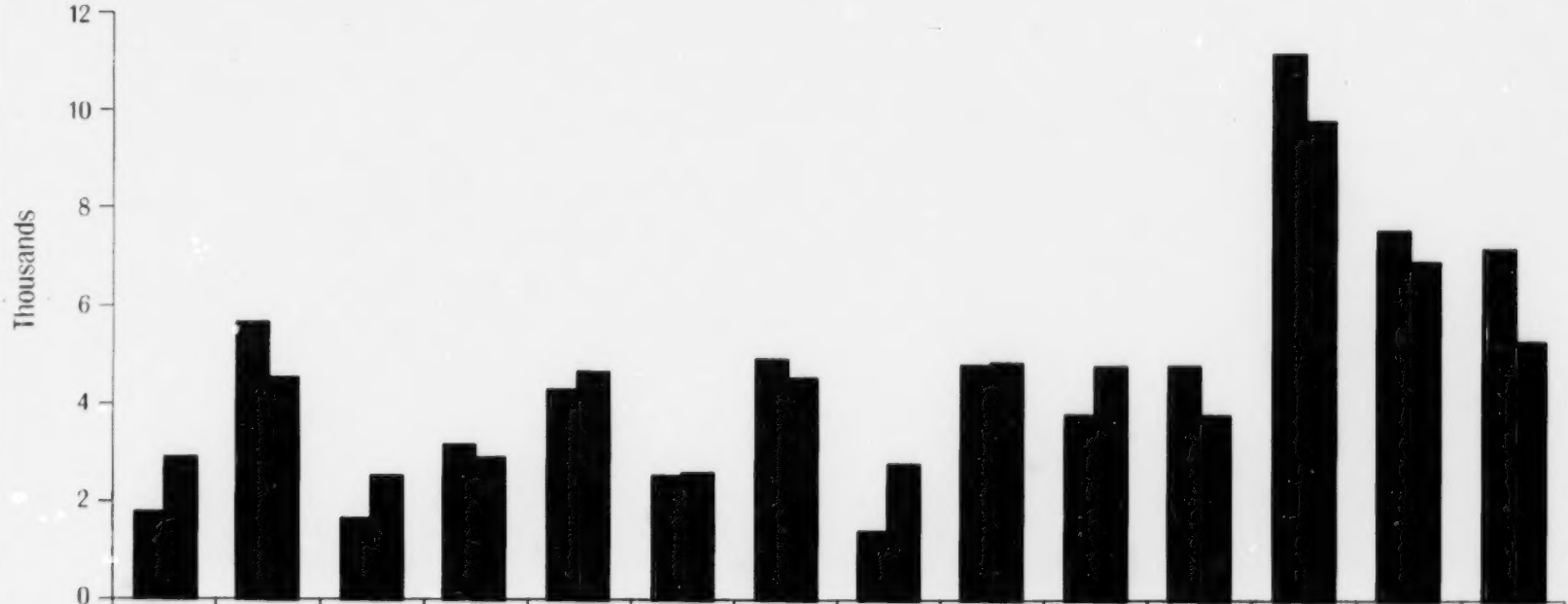
Fig. 9: Personnel at universities, 2000



	Cape Town	Durban-Westville	Fort Hare	Free State	Medunsa	Natal	North	North West	Port Elizabeth	Potchef-stroom	Pretoria	Rand Afrikaans	Rhodes	Stellen-bosch	Transkei	Unisa	Venda	Vista	Western Cape	Wit-waters-rand	Zululand
Professional	852	507	236	1 432	279	906	627	205	322	578	1 733	370	395	893	248	1 560	299	805	449	1 085	288
Non-professional	1 353	720	319	1 374	789	1 367	1 418	454	414	789	1 408	689	702	1 228	647	1 237	442	614	890	1 991	465

At the majority of the universities there were more non-professional personnel employed. The four universities where more professional staff was employed, have distance education or limited contact sections.

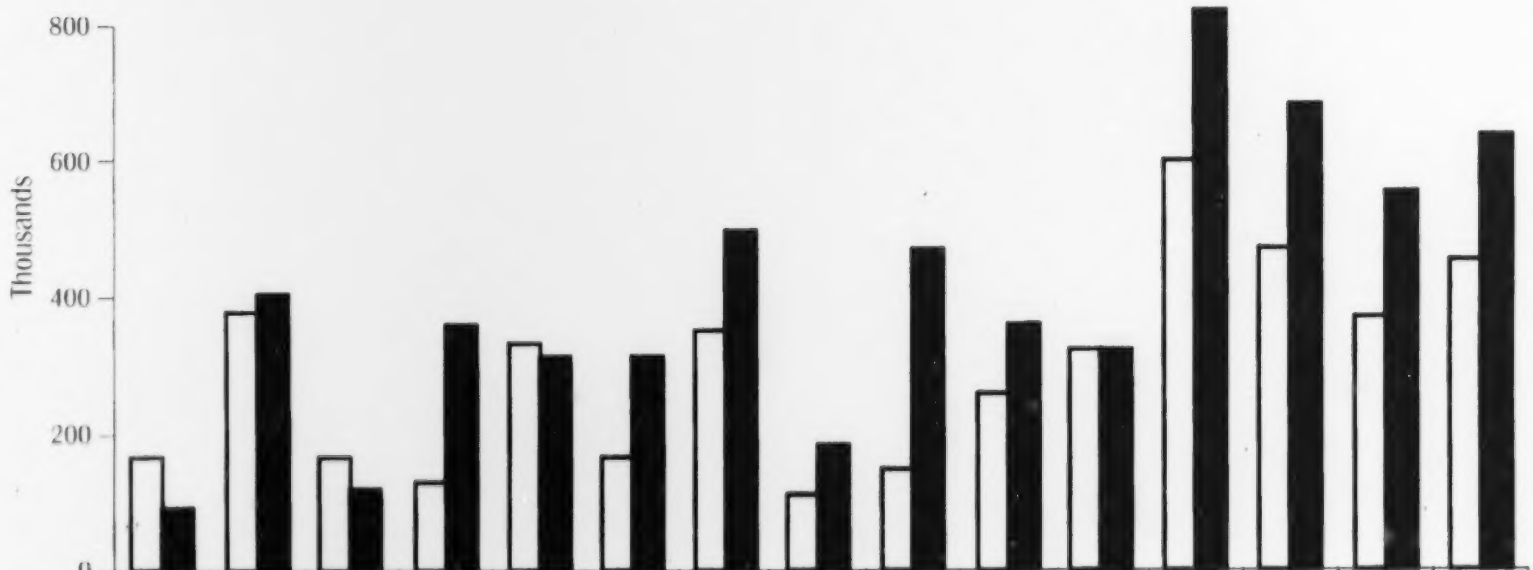
Fig. 10: Number of students at technikons according to gender, 2000



	Border	Cape	Eastern Cape	Free State	ML Sultan	Mangosothu	Natal	North West	Northern Gauteng	Peninsula	Port Elizabeth	Pretoria	Vaal Triangle	Witwaters-rand
Male	1 750	5 622	1 581	3 096	4 283	2 592	4 931	1 324	4 770	3 820	4 787	11 154	7 581	7 214
Female	2 868	4 522	2 585	2 876	4 591	2 605	4 562	2 668	4 821	4 781	3 704	9 897	7 075	5 283

Technikon South Africa had 42 411 students during 2000. The majority of them, namely 24 719, were male students. At eight institutions there were more male students, outnumbering their female counterparts by approximately 9 000.

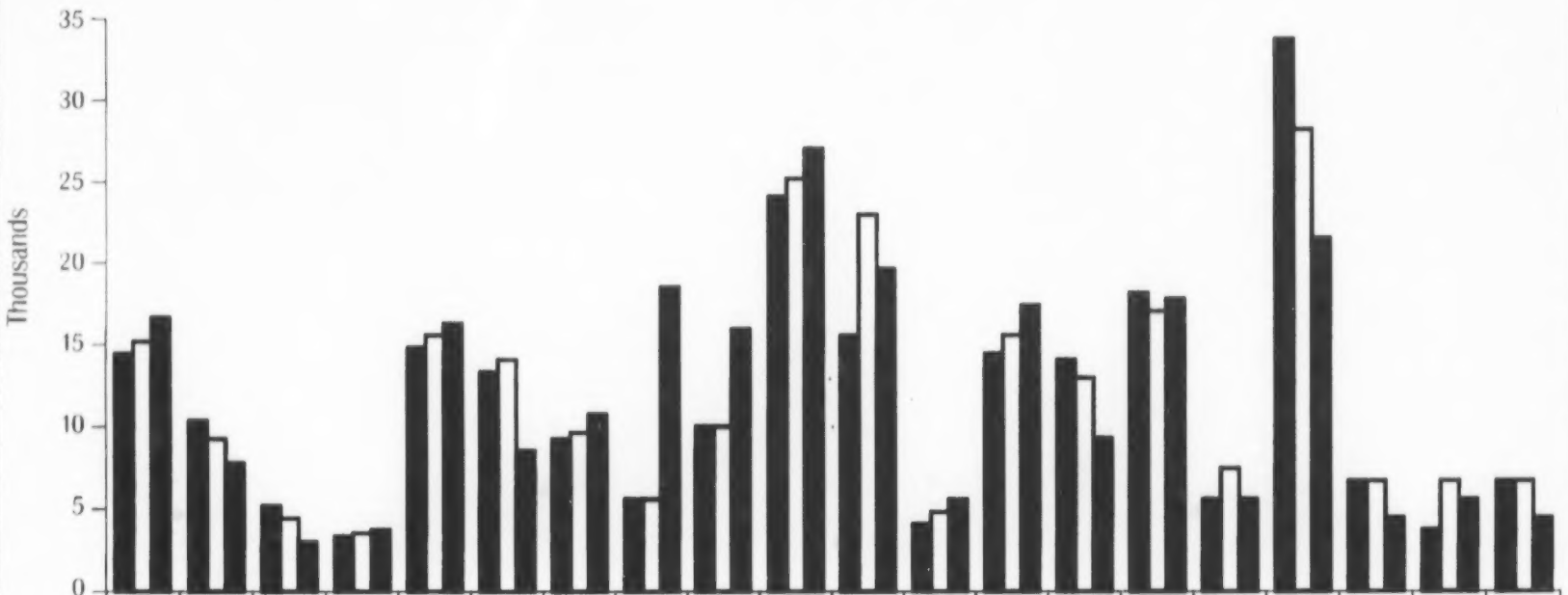
Fig. 11: Personnel at technikons , 2000



	Border	Cape	Eastern Cape	Free State	ML Sultan	Mangosothu	Natal	North West	Northern Gauteng	Peninsula	Port Elizabeth	Pretoria	South Africa	Vaal Triangle	Witwaters-rand
Professional	170	367	160	221	325	167	352	112	236	261	318	600	467	367	454
Non-professional	89	404	122	358	313	309	496	180	470	354	318	821	677	548	636

Only three institutions had more professional than non-professional staff.

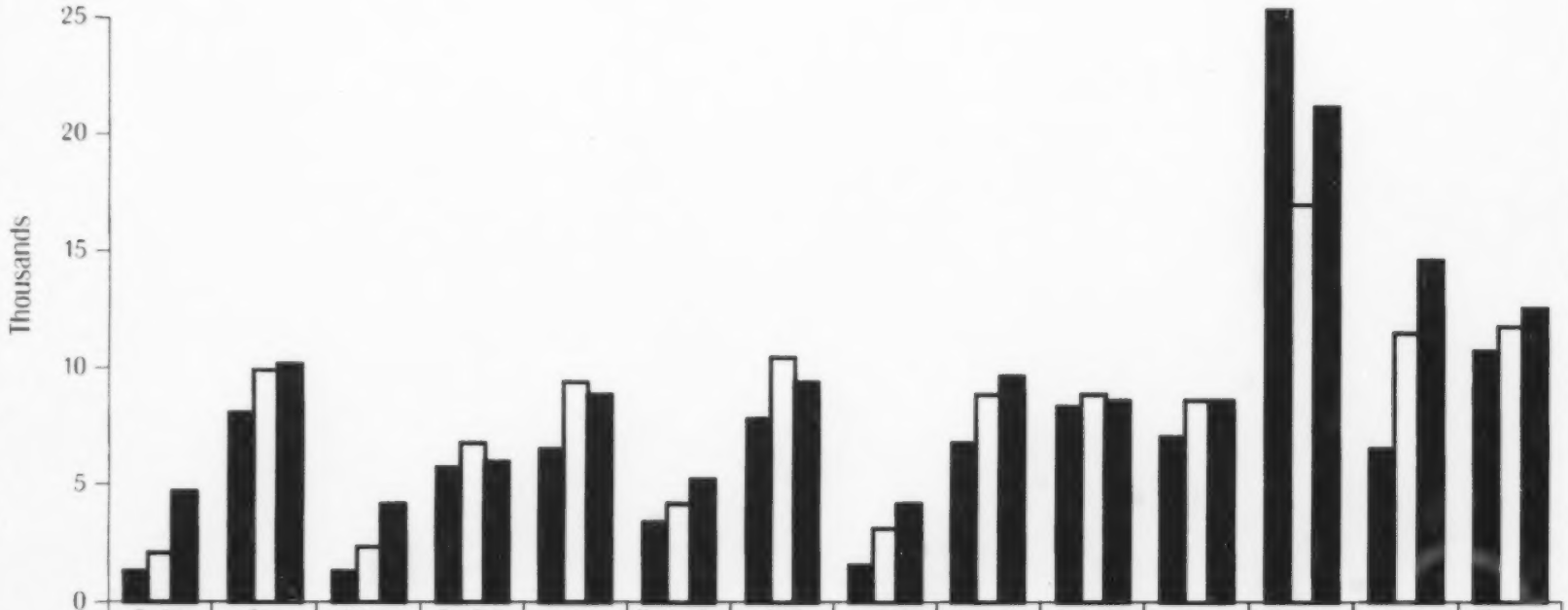
Fig. 12a: Students at universities 1994, 1997 and 2000



	Cape Town	Durban Westville	Fort Hare	Medunsa	Natal	North	Free State	Port Elizabeth	Potchef stroom	Pretoria	RAU	Rhodes	Stellen bosch	Wesern Cape	Witwaters-rand	Zululand	Vista	Transkei	Transkei	Venda
■ 1994	14 509	10 505	5 175	3 399	15 122	13 500	9 257	5 617	9 983	24 139	15 493	4 041	14 462	14 250	18 159	5 660	33 879	6 628	3 914	6 400
□ 1997	15 296	9 315	4 376	3 455	15 837	14 435	9 509	5 643	9 963	25 183	23 199	4 679	15 662	13 150	17 013	7 307	28 289	6 687	6 537	6 450
■ 2000	16 718	8 074	2 904	3 604	16 420	8 422	10 902	18 660	16 175	27 226	19 762	5 397	17 369	9 397	17 785	5 564	21 489	4 537	5 360	4 351

The number of students at Unisa for the corresponding years were 126 158, 126 344 and 94 186. When comparing the total number of students for these three years, there was a high of more than 370 000 students during 1997 at universities declining to a low of approximately 336 000 students in 2000.

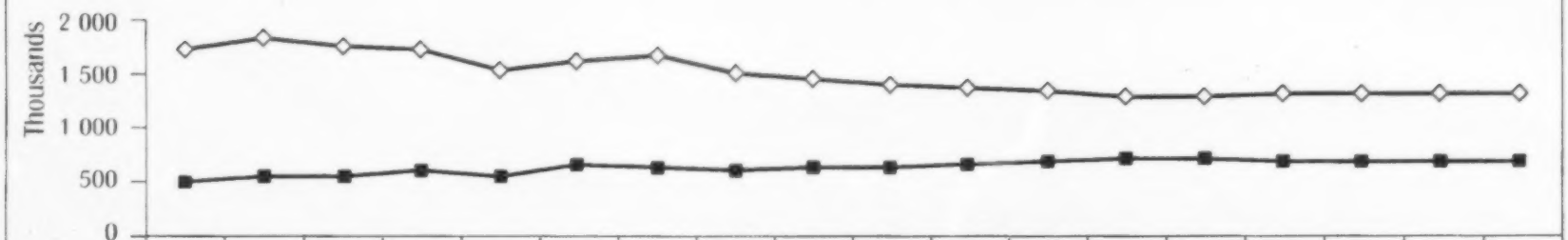
Fig. 12b: Number of students at technikons 1994, 1997 and 2000



	Border	Cape	Eastern Cape	Free State	ML Sultan	Mangosothu	Natal	North West	Northern Gauteng	Peninsula	Port Elizabeth	Pretoria	Vaal Triangle	Witwaters-rand
■ 1994	1 185	7 954	1 227	5 638	6 521	3 463	7 750	1 429	6 731	8 285	7 048	25 485	6 559	10 736
□ 1997	2 167	9 916	2 190	6 768	9 363	4 132	10 380	3 080	8 835	8 803	8 538	16 977	11 510	11 683
■ 2000	4 618	10 144	4 166	5 972	8 874	5 197	9 493	3 992	9 591	8 601	8 491	21 051	14 656	12 497

The student enrolment at Technikon South Africa for the corresponding years were 67 874, 80 325 and 42 411. Comparing the student numbers for these three years the highest enrolment of approximately 197 000 occurred during 1997, while the enrolment for the other two years totalled approximately 170 000.

Fig. 13a: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Eastern Cape

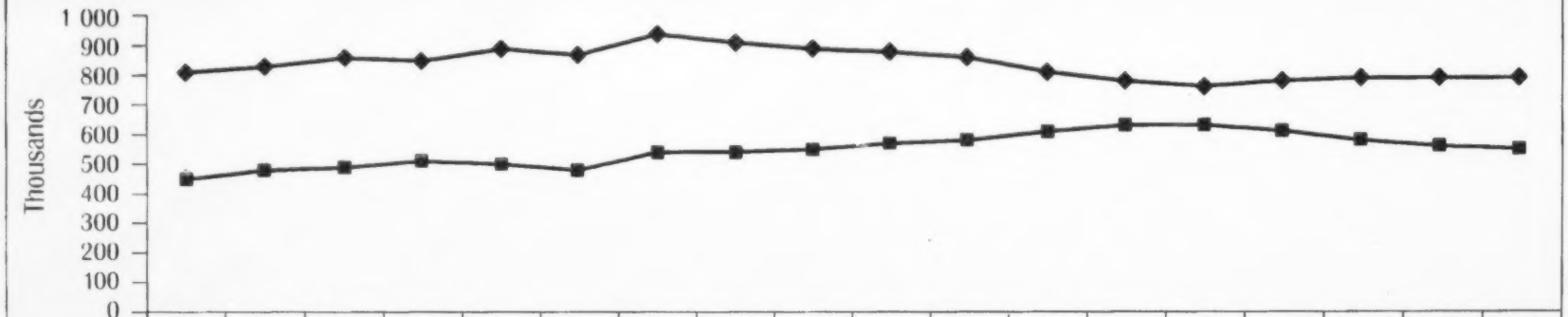


	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	1 705 283	1 820 989	1 752 238	1 719 129	1 534 462	1 622 812	1 645 551	1 500 863	1 472 500	1 422 400	1 364 500	1 331 800	1 300 100	1 287 700	1 295 400	1 300 500	1 306 200	1 309 900
Secondary	509 521	565 402	573 131	622 437	575 553	656 486	653 061	613 185	642 800	653 000	663 900	692 300	717 700	722 900	711 700	705 000	702 800	711 100

Fig. 13b: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Free State

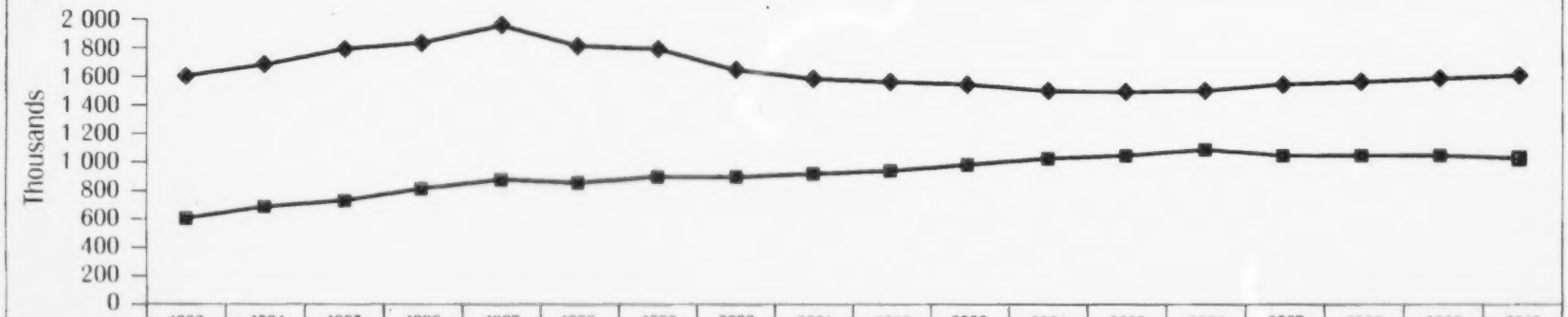
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	498 953	500 882	468 629	503 753	511 276	498 857	469 953	446 562	436 600	425 600	418 300	410 900	407 900	418 900	424 000	428 000	429 600	429 600
Secondary	213 916	243 237	229 770	266 848	283 279	298 301	289 691	276 472	278 700	276 800	280 800	295 200	307 400	308 300	303 700	301 500	300 800	302 600

Fig. 13c: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for Gauteng



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	844 044	869 090	894 107	890 366	946 448	905 348	982 616	955 123	927 900	913 500	877 400	843 400	814 500	796 100	808 300	816 500	823 200	827 200
Secondary	474 522	502 734	514 528	533 302	527 704	512 247	569 810	572 014	582 600	603 900	615 600	640 000	662 200	667 800	643 500	621 000	595 600	579 500

Fig. 13d: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for KwaZulu-Natal



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	1 628 642	1 704 603	1 820 925	1 863 602	1 972 386	1 818 812	1 801 369	1 668 948	1 601 400	1 575 500	1 552 500	1 522 500	1 507 000	1 508 900	1 545 100	1 571 200	1 595 900	1 617 700
Secondary	624 520	695 828	756 342	816 480	892 115	867 330	913 737	914 090	931 600	958 500	994 200	1 029 500	1 064 100	1 091 400	1 069 800	1 061 300	1 053 400	1 051 700

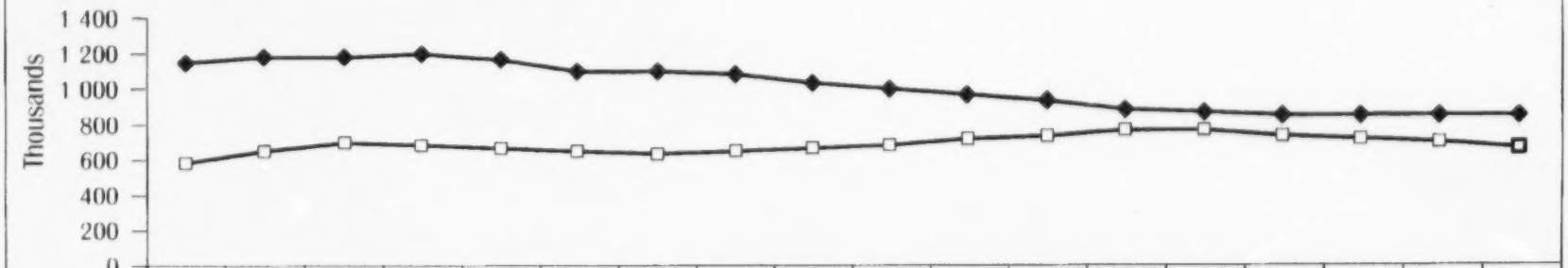
Fig. 13e: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for Mpumalanga

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	514 219	559 831	613 229	607 229	578 599	599 859	583 189	564 457	558 400	547 600	539 100	528 100	521 100	518 800	520 400	521 300	521 800	521 800
Secondary	221 142	262 373	300 446	303 947	293 914	317 629	322 507	322 852	331 800	335 400	340 700	351 100	355 000	355 600	353 600	352 600	351 700	356 700

Fig. 13f: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Northern Cape

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	134 157	136 500	125 554	141 309	130 860	137 121	133 029	130 214	129 000	125 500	122 500	119 300	116 100	115 500	115 000	114 000	112 700	111 000
Secondary	51 911	54 439	47 002	60 887	58 769	65 547	64 216	63 091	65 000	65 300	66 300	68 100	68 800	66 800	64 100	61 700	59 900	58 800

Fig. 13g: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Northern Province

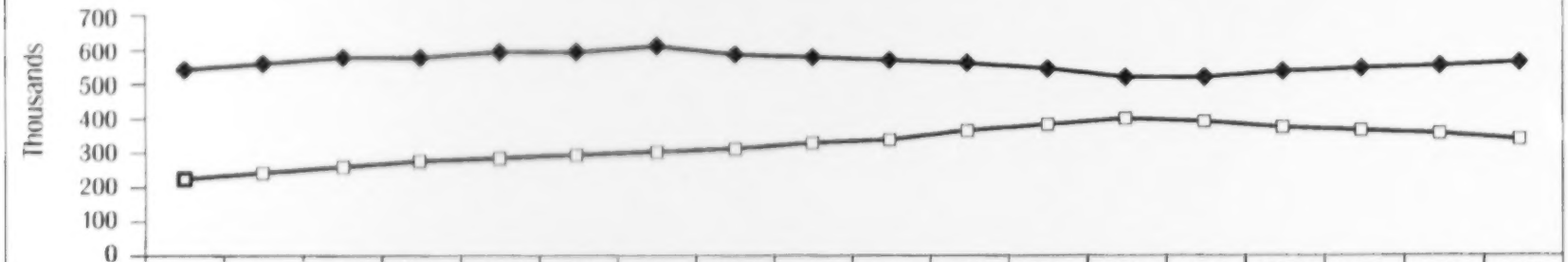


	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	1 162 560	1 194 328	1 187 868	1 209 571	1 167 169	1 104 311	1 097 708	1 095 024	1 045 300	1 010 300	979 700	935 800	888 900	862 400	863 500	863 100	863 600	868 800
Secondary	604 487	677 287	729 154	701 813	689 321	674 228	655 438	670 617	690 100	707 600	730 800	751 400	780 800	780 000	752 300	736 700	720 200	698 100

Fig. 13h: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for North West

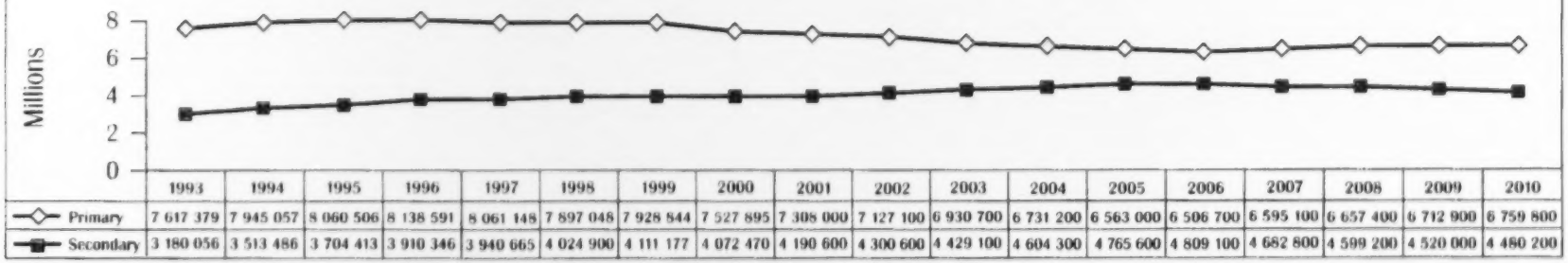
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	593 204	605 139	622 778	628 680	632 535	619 153	608 300	580 934	562 300	542 200	524 900	504 000	488 900	484 700	495 300	504 300	512 600	519 800
Secondary	249 562	268 014	292 651	327 000	335 863	332 180	333 560	324 701	337 400	354 700	373 600	396 800	413 600	421 100	406 600	394 300	382 000	375 800

Fig. 13i: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for the Western Cape



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	536 317	553 695	575 178	574 952	587 422	590 775	607 129	585 770	574 600	564 500	551 900	535 300	518 400	513 900	528 000	538 500	547 300	554 100
Secondary	230 475	244 172	261 389	277 632	284 147	300 952	309 157	315 448	330 500	345 500	363 300	379 800	396 000	395 200	377 500	365 100	353 600	345 900

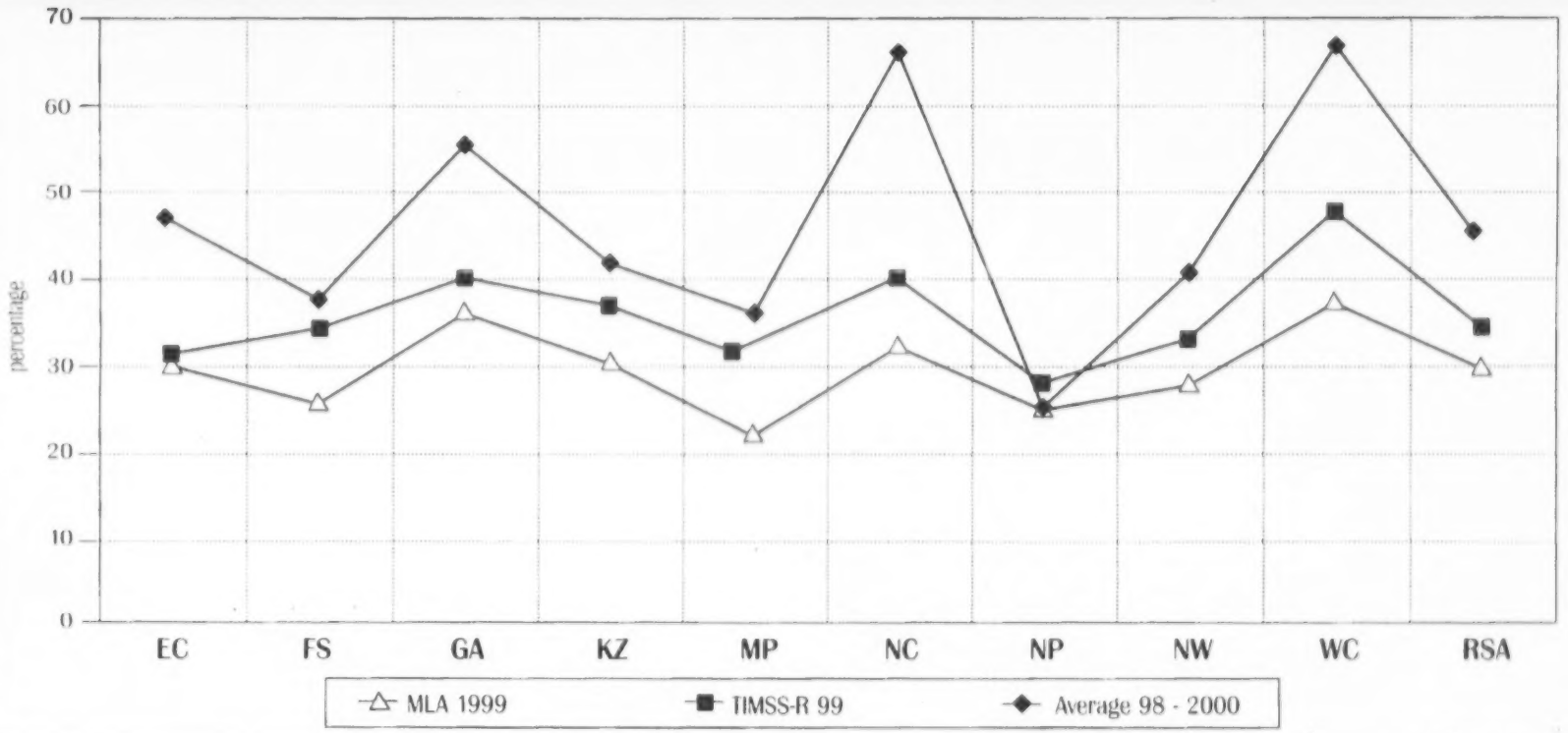
Fig. 13j: Learner enrolment for 1993 to 2000 and forecasts for 2001 to 2010 for South Africa



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary	7 617 379	7 945 057	8 060 506	8 138 591	8 061 148	7 897 048	7 928 844	7 527 895	7 308 000	7 127 100	6 930 700	6 731 200	6 563 000	6 506 700	6 595 100	6 657 400	6 712 900	6 759 800
Secondary	3 180 056	3 513 486	3 704 413	3 910 346	3 940 665	4 024 900	4 111 177	4 072 470	4 190 600	4 300 600	4 429 100	4 604 300	4 765 600	4 809 100	4 682 800	4 599 200	4 520 000	4 480 200

The admission of learners at the age of seven years had a visible effect on the enrolment of learners during the past three years in the primary school. The effect of this lower enrolment will also influence the enrolment of the primary school for the next five years and the secondary school for the following five years. No external influences were used in the forecast model.

Fig. 14: Comparison between the performance in NUMERACY (MLA), MATHEMATICS (TIMSS-R) and the pass rate in MATHEMATICS (Grade 12 final exam) per province



The Monitoring of Learners Achievement (MLA) project is a UNESCO/Department of Education project in which Literacy, Numeracy and Life Skills were tested at Grade 4 level in a national sample of 400 schools. The Third International Mathematics and Science Study - Repeat (TIMMS-R) was conducted on a national sample of 225 schools at Grade 8 level. The provinces with a good performance at Grade 4 level, performed also better in Mathematics in the higher grades. Effective primary school teaching seems to be an obvious prerequisite for better results later.

ADDRESS APPENDIX

UNIVERSITY EDUCATION

Medical University of Southern Africa, C/o MEDUNSA, 0204, (012) – 582844, E-mail: Erica@medunsa.ac.za

Randse Afrikaanse University, P O Box 524, AUCKLAND PARK, 2006, (011) – 4892911, Website: http://www.rau.ac.za

Rhodes University, P O Box 94, GRAHAMSTOWN, 6140, (046) – 6038217/104, Website: http://www.ru.ac.za

University of Cape Town, P/Bag, RONDEBOSCH, 7701, (021) – 6502822, Website: http://www.uct.ac.za

University of Durban Westville, P/Bag X54001, DURBAN, 4001, (031) – 2044253, Website: http://www.udw.ac.za

University of Fort Hare, P/Bag X134, ALICE, 5700, (040) – 6022011, Website: http://www.uth.ac.za

University of Natal, P O Box 375, PIETERMARITZBURG, 4041, (031) – 2605212, Website: http://www.nu.ac.za

University of North West, P/Bag X20466, MAFIKENG, 8670, (0140) -2575
University of Port Elizabeth, P O Box 1600, PORT ELIZABETH, 6000, (041) – 5042572, Website: http:www.upe.ac.za

University of Potchefstroom, Private Bag x6001, POTCHEFSTROOM, 2520, (018) – 2992769, Website: http://www.puk.ac.za

University of Pretoria, Brooklyn, PRETORIA, 0002, (012) – 4204111, Website: http://www.up.ac.za

University of South Africa, P O Box 392, PRETORIA, 0003, (012) – 4293111, Website: http:www.unisa.ac.za

University of Stellenbosch, Private Bag X1, MATIELAND, 7602, (021) – 8084628, Website: http://www.sun.ac.za

University of the North, (QwaQwa branch)-, P/Bag X13, PHUTHADITJHABA, 9666 (058) - 7130211

University of the North, P/Bag X1106, SOVENGA, 0727, (015) - 2682121

University of the Orange Free State, P O Box 339, BLOEMFONTEIN, 9300, (051) – 4019111, Website: www.uovs.ac.za

University of the Western Cape, P/Bag X17, BELLVILLE, 7530, (021) – 9592115, Website: http://www.uwc.ac.za

University of the Witwatersrand, Private Bag 3, WITS, 2050, (011) – 7171111, Website: http://www.wits.ac.za

University of Transkei, P/Bag X1, UMTATA, 5100, (047) – 5022744, Website: www.utr.ac.za

University of Venda, P/Bag X5050, THOHOYANDOU, 0950, (015) – 9628000, Website: http:www.univen.ac.za

University of Zululand, P/Bag X1001, KWA-DLANGEZWA, 3886, (0351) – 93911, Website: www.uzulu.ac.za

Vista University, P/Bag X634, PRETORIA, 0001, (012) – 424034, Website: http://www.vista.ac.za

TECHNIKON EDUCATION

Cape Technikon, P O Box 652, CAPE TOWN, 8000, (021) – 4603241, Website: www.ctech.ac.za

M L Sultan Technikon, P O Box 1334, DURBAN, 4000, (031) - 3085111

Mangosuthu Technikon, P O Box 12363, JACOBS, 4026, (031) - 9077111

Natal Technikon, P O Box 953, DURBAN, 4000, (031) – 2042111, Website: http://www.ntech.ac.za

Technikon Northern Gauteng, Private Bag X76, PRETORIA NORTH 0116, (012) – 7999000, Website: http://www.tnt.ac.za

Peninsula Technikon, P O Box 1906, BELLVILLE, 7535, (021) – 9596911, Website: http://www.pentech.ac.za

Port Elizabeth Technikon, Private Bag X6011, PORT ELIZABETH, 6000, (041) – 5043911, Website: http://www.petech.ac.za

Technikon OFS, Private Bag X20539, BLOEMFONTEIN, 9300, (051) - 5073271, Website: www.tofs.ac.za

Technikon Pretoria, Private Bag X680, PRETORIA, 0001, (012) – 3185762, Website: www.intoffice.techpta.ac.za

TECHNIKON RSA, Private Bag X6, FLORIDA, 1710, (011) – 4713500, Website: http://www.trsa.ac.za

Technikon Witwatersrand, P O Box 17011, DOORNFONTEIN, 2028, (011) – 4062220/1, Website: www.twr.ac.za

Vaal Triangle Technikon, Private Bag X021, VANDERBIJLPARK, 1900, (016) – 9509000, Website: www.tritek.ac.za

Eastern Cape Technikon, Private Bag X13182, BUTTERWORTH, 4960, (0474) – 4012000, Website: http:/www.tktech.ac.za

Border Technikon, Private Bag 1421, ODS LONDON, 5200, (043) – 7085208, Website: http://www.bortech.ac.za

Technikon North West, Private Bag X31, ROSSLYN, 0200, (012) – 5210530

DEPARTMENTS OF EDUCATION

Eastern Cape Department of Education, Private Bag X0032, Bisho, 5608
Free State Department of Education, Private Bag X20565, Bloemfontein, 9300
Gauteng Department of Education, PO Box 7710, Johannesburg, 2000
KwaZulu-Natal Department of Education, PO Box 463, Melmoth, 3835
Mpumalanga Department of Education, Private Bag X1855, Middleburg, 1050
National Department of Education, Private Bag X895, Pretoria, 0001
North West Department of Education, Private Bag X2044, Mmabatho 2735
Northern Cape Department of Education, Private Bag X5020, Kimberley, 8301
Northern Province Department of Education, Private Bag X9489, Pietersburg, 0700
Western Cape Department of Education, Private Bag X9114, Cape Town, 8000

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